

Banks Road Primary School



Special Educational Needs and/or Disabilities Information Report

Provenance/ Author	Person (s) Responsible	Version	Effective Date	Recommended Review Date	Distribution
SENCO James Savage	Headteacher Linda Gibson	V3	January 2020	Ongoing - January 2021	All Staff

SEND Information report 2020/21

COMPLIANCE

Our SEND information report is written to comply with the 2014 Children and Families Act and the SEN Code of Practice (updated Jan 2015) together with the Equality Act 2010 and Local Authority admissions arrangements.

Definitions of special educational needs and/or disabilities (SEND) taken from section 20 of the Children and Families Act 2014;

A child or young person has SEND if they have a learning difficulty or disability which calls for special educational provision to be made for them. A child of compulsory school age or a young person has a learning difficulty or disability if they:

- a. have a significantly greater difficulty in learning than the majority of others of the same age; or
- b. have a disability which prevents or hinders them from making use of educational facilities of a kind generally provided for others of the same age in mainstream schools or mainstream post-16 institutions.

A child under compulsory school age has special educational needs if they fall within the definition at (a) or (b) above or would do so if special educational provision was not made for them. Children must not be regarded as having a learning difficulty solely because the language or form of language of their home is different from the language in which they will be taught.

The Children and Families Act 2014 and the SEND Code of Practice also accompanies this legislation. More details about the reforms and the SEND Code of Practice can be found on the Department for Education's website; <https://www.gov.uk/topic/schools-colleges-childrens-services/special-educational-needs-disabilities>

Children with the most complex needs will be supported by the completion of an Education, Health and Care (EHC) Plan. For further details of SEND and EHCs in Liverpool, please refer to the Council's website: <https://liverpool.gov.uk/schools-and-learning/special-educational-needs/>

Liverpool City Council has also developed the SEND Local Offer, which is a resource designed to support children and young people with special educational needs and/or disabilities and their families. It describes the services and provision that are available both to those families in Liverpool that have an Education, Health and Care Plan and those who do not have a plan, but still experience some form of special educational need. The SEND Local Offer includes information about public services across education, health and social care, as well as those provided by the private, voluntary and community sectors; <http://fsd.liverpool.gov.uk/kb5/liverpool/fsd/localoffer.page?familychannel=10>

Mission Statement:

We Can do it!

This policy outlines our SEN information report in regards to children with a special educational need are identified and have their needs met within a nurturing and inclusive environment.

How does Banks Road know if my child needs extra help?

All pupils are rigorously tracked in reading, writing, and mathematics using the teacher's formative and summative assessments which are input to Target Tracker. If there are any concerns regarding progress or if any child requires extra support, then this is identified by staff at the earliest opportunity and swiftly acted upon.

Assessment and screening for learning difficulties such as dyslexia and dyscalculia is built into our assessment schedule. All children in Year 3 are screened for signs of dyscalculia at the beginning of the academic year with all children in Year 4 being assessed for signs of dyscalculia. If a child shows signs of either learning difficulty a full assessment is made by a specialist teacher commissioned externally.

Upon entry to Early Years Foundation Stage, whether that be in Nursery or Reception, all children are screened for speech, language and communication difficulties using WellComm. As a result of this assessment children are placed into small intervention groups with their progress carefully monitored by the WellComm lead. If necessary, further referrals are made to MAST or to the NHS.

How can I let Banks Road know that I am concerned about any area of my child's development?

If you are concerned about any area of your child's development, please speak to your child's class teacher in the first instance. They may be able to provide you with further information about what the school can provide.

Banks Road Primary School has an 'initial concern form' sheet which teachers can use to refer pupils to the Special Educational Needs Co-ordinator (SENCO) who will then decide the best action to take. The class teacher or the SENCO will then arrange to meet with the parent and discuss the next steps.

If your child is new to our school, then progress will be discussed with the previous school or nursery.

If you think your child has Special Educational Needs and this has not already been identified by the school, then an appointment can be made to see the class teacher, SENCO or Head teacher and your child's needs can then be discussed.

The school Governing Body oversee the effectiveness of SEN provision at Banks Road Primary School. The policy for SEN is reviewed annually and there is a link SEN governor who regularly liaises with the school to ensure equality of opportunity.

How will teaching be matched to my child's needs?

The class teacher is the person with initial responsibility for meeting the needs of each child through high quality teaching. They will adapt activities to support all pupils within their classes. All teachers' planning is differentiated to ensure every child can achieve and reach their full potential, this planning is monitored by senior Leaders on a regular basis. Teaching Assistants are also placed within each class to support the needs of the children.

To support all children, the school delivers the curriculum in different ways. This may mean small group intervention or individual support. These interventions may be daily or two or three times a week and will vary from ten minutes to approximately forty minutes, depending on the intervention. Teachers monitor the success of these interventions, judging their effectiveness by the impact on pupil's progress.

We use a graduated response to ensure we meet the needs of all our children. Examples of this are the use of small intervention groups, specialist SEN teaching, additional Teaching Assistants placed in classes with vulnerable pupils, support from external services such as Educational Psychologist if required.

Where advice is given from external professionals to meet the needs of individual children, it is the class teacher who will implement this advice into their everyday teaching.

How will I be informed of my child's progress?

We report to parents on an annual basis via a written school report. In addition to this, we also hold two parent's evenings per year where parents have a pre-arranged appointment to talk to their child's class teacher regarding their child's progress. As a school we also offer an 'open door' policy where parents can request to speak to a teacher after school.

In addition to the normal reporting arrangements, for children who are identified as having Special Educational Needs official reviews take place three times a year. At these reviews progress to targets on a child's PPP (Personal Provision Plan) are discussed and reviewed with any other additional support considered. Referrals to additional agencies may also take place.

As a school we follow a specific Assess-Plan-Do-Review cycle to support the progress of your child. More specifically this means: planning which involves discussing in depth the nature of the problem that your child may be experiencing and what specific support can be put in place.

The doing aspect involves the school and any other agency (if required) carrying out an agreed intervention over a set period of time. A review will then be arranged between the school and parents and any other agencies that may be involved or are being considered to become involved with your child.

The impact of all interventions are measured and monitored closely. We assess children regularly using PIVATS 5 (reading, writing, mathematics and PSED) and using Schonell (reading ages and spelling ages) and Sandwell (to determine a mathematics working age).

If, following interventions a child's progress continues to give cause for concern, your child's class teacher and/or the SENCO will discuss next steps with the child's parent/carer. If it is felt a child requires further additional support school will discuss with you the pathways to more specialist support/provision.

What support do you have for me as a parent to support my child?

We have an experienced Learning Mentor who offers support to many of our families.

We invite specialist agencies into school to talk to you about how they can support you and your child.

We hold regular (two times per year) parent's evenings for you to talk to your child's teachers about their progress.

We hold regular (three times per year) parent-teacher-SENCO meetings for you to talk to your child's teacher and the SENCO about their special educational needs.

We are happy to offer individual appointments to discuss specific issues with you about your child's progress.

We have an open door policy.

What support will there be for my child's overall wellbeing?

We are fortunate enough to have an experienced Learning Mentor. This member of staff supports children individually or in groups to ensure their needs are being effectively understood and also help provide them with skills to support their learning in school.

We have many staff who are first aid trained who are defibrillator trained. We are a key point of contact when parents require access to a school nurse, who can be quickly accessed following a referral. All staff have up-to-date safeguarding training with support provided for personal care if required. A robust first aid policy ensures that the administration of medicines is carried out safely.

We ensure that we keep in close contact with you about your child's overall well-being. We use Circle Time to ensure that all children are listened to as well as a bi-annual PASS survey (Pupil Attitude to Self and School survey).

We work closely with CAHMS Seedlings therapy and the Quiet Place therapy services to support our children's social, emotional and mental health needs.

All of our teachers and teaching assistants have received training on the ROAR response to mental health.

We have an active School Council for children to share their views and ideas

We have a clear policy regarding behaviour and expectations that all children adhere to. Where issues arise regarding behaviour initial liaison with the parent will be made by the class teacher. If the behaviour continues, the Deputy Head and or Headteacher will meet with the parent and child. The Learning Mentor may also become involved and offer some targeted intervention. If after a period of intervention, the behaviour is still continuing and the child becomes at risk of exclusion a Pastoral Support Plan Meeting may be called.

Our Learning Mentor is responsible for monitoring attendance.

He carries out first response phone calls home and carries out home visits. He will lead on attendance panels with parents and also attendance and punctuality competitions.

What specialist service and expertise are available at or accessed by the setting to support my child?

Our specialist staff consists of:

- Special Educational Needs Coordinator (SENCO) – Manages the SEN provision at Banks Road Primary School, completes multi agency referrals, attends SEN planning and review meetings, supports the

writing of PPPs (Personal Provision Plans) and tracks the progress and attainment of SEN pupils and liaises with parents

- Learning Mentor – supports the emotional well-being of all pupils through individual, paired and group work, liaises with families and multi agencies
- School Nurse – accessible via a referral through the SENCO
- SEN outreach teacher – an SEN specialist teacher from Valley High Learning Support who teaches targeted children weekly and provides next steps for the class teacher and designated teaching assistants
- The Quiet Place – an intervention to support children’s well-being, mental health and self esteem
- MAST – a named private speech and language therapist works with children with an identified speech, language or communication need as well as providing weekly work for the class teacher and designated teaching assistants.
- Teaching Assistants – Full time staff who support SEN children across Key Stage 1 and Key Stage 2 via small group intervention and one-to-one intervention
- Educational Psychologist – commissioned by the school to support SEN/vulnerable pupils
- SENISS (Special Educational Needs Inclusion Support Service), ASC Advisory Teachers, NHS Speech and Language Therapy, Sensory Service (hearing and visual impairments), CAMHS (Children and Adolescents Mental Health Service), including Seedlings, the School Family Support Service (SFSS) and Community Paediatricians (see Local Offer) – all provide support when required by children and families, Autism Initiatives OSSME
- The SENCO attends Liverpool SEN Briefings and conferences to keep up to date with any legislative changes in SEND and the most up to date practise and provision. This is then shared with all school staff within the weekly staff meetings
- All staff in the school receive ongoing training to meet the needs of all the children attending the school at any point in time. This may include Speech and Language, Dyslexia Training, ASC awareness training, positive handling etc. Training provided responds to the needs of the children and staff at any given time.
- Staff training and on-going professional development is reviewed regularly. Training and professional development is linked directly into the needs of the cohort. During the current academic year (2020-21) so far the following professional development and training that has taken place is as follows:

Member of staff	Training
<i>All staff (class teachers and teaching assistants) plus Learning Mentor</i>	<i>Use of Provision Map (staff meeting schedule)</i>
<i>SENCO and Learning Mentor</i>	<i>Early Help Assessment Tool (Early Help Hub)</i>
<i>All staff (class teachers and teaching assistants)</i>	<i>Team Teach de-escalation techniques, positive handling, physical intervention</i>
<i>All class teachers</i>	<i>Understanding autism (Open University)</i>
<i>One teaching assistant</i>	<i>LEGO therapy (NHS Speech and Language Therapy)</i>
<i>All teaching assistants</i>	<i>Blank Level Questioning (MAST)</i>
<i>All staff (teachers and teaching assistants) plus Learning Mentor</i>	<i>Level 3 Autism (OSSME)</i>
<i>Two teaching assistants</i>	<i>Makaton Foundation (Merseyside Speech Therapy)</i>

- The school’s budget is allocated to meet the needs of the children on the SEN Register.
- The inclusion team meets every half term to discuss pupil progress and next steps.

- The progress and attainment of all children is tracked and resources are allocated according to need.
- The budget is used to ensure that sufficient numbers of school staff are employed, qualified and trained to support your child and to purchase specialist help and equipment if needed.
- We also use the budget to ensure that children's individual needs are met from specific interventions and programmes, where appropriate.
- Our pupil premium allocation is allocated effectively to ensure that all pupils have the best possible change to achieve.
- We apply for high needs top up funding where we feel that a child's learning needs/provision exceed the nominal SEN budget as outlined by the SIL document "Operational Guidance on High Needs Banding and Top Up".

How accessible is your setting and how will my child be included?

Our setting is fully accessible with specific parking facilities, ramps to access the school building and classrooms, lifts and disabled toilet facilities. Further information regarding accessibility can be found in our school accessibility policy and plan.

If required, we will ensure that any family or child whose first language is not English will be supported effectively through specialist teachers. Correspondence to families will also be translated if required.

Our school governing body reviews our settings' accessibility plan and policy on an annual basis to ensure that as a school we meet the needs of all our children.

Where possible, provision will be made for all pupils to access all areas of the curriculum including extra-curricular activities. We will always contact you before a planned activity if we think your child may require additional support to meet required health and safety standards. This may involve a specific risk assessment to identify any additional support needs your child may have to ensure full participation.

How will the setting prepare my child for transitions on to the next stage of educational and life?

On entry to Nursery, you will be invited to look around the school and meet significant staff.

We will ensure we contact any early years settings, or other schools your child has attended to gather information about their needs.

Where necessary, we will support pupils moving to new settings and Key Stages by making opportunities available to them to attend the new setting.

Where necessary we may develop a transition plan in partnership with you, your child, the new setting and specialist staff supporting your child to ensure that they enjoy a smooth transition.

For children in Year 6, a SENCO transition meeting takes place each summer term where information is passed to the receiving secondary school.

How are parents/carers/families involved in the setting?

Parent/carer and teacher meetings by appointment each term.

We hold regular (two times per year) parent's evenings for you to talk to your child's teachers about their progress.

We hold regular (three times per year) parent-teacher-SENCO meetings for you to talk to your child's teacher and the SENCO about their special educational needs.

We have an 'open door' policy; parents and carers are encouraged to discuss any concerns with their child's class teacher at the earliest opportunity.

Parents/carers are regularly invited to school assemblies, themed-mornings (such as maths mornings or reading mornings), special celebrations and events.

We host regular termly coffee mornings/afternoons where a number of internal and external professionals are in attendance to provide further guidance and support to parents.

Who can I contact for further information?

For further information, please contact Mr. J. Savage, Assistant Head teacher and Special Educational Needs Coordinator (SENCO) in the first instance. You can also access further information about our school via the school website.